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ABSTRACT

The history of the Doctor of Arts (D.A.) degree and issues related to its development are briefly traced, and D.A. programs presently available and the success of degree recipients are addressed. Attention is also directed to other types of degree programs that are available, including their advantages and disadvantages, factors involved in excellent college teaching, and programs to prepare undergraduate college teachers. The D.A. degree has become established and accepted, and much of its success is due to institutional grants made by the Carnegie Corporation. Although D.A. programs have been increasing in number, no standard model or conception of the degree is yet apparent. Since many of the D.A. students are mature individuals with teaching experience, diversity and flexibility in the program are essential. Currently most D.A. program faculty members and administrators view the D.A. market as largely oriented to experienced teachers seeking self-improvement and a terminal degree. Focus on part-time students creates a need that such programs be ones of quality. Competencies that the D.A. program should develop and prerequisites for initiating a teaching-oriented doctorate are identified. Other aspects covered include: nature and processes of human learning, cognitive and affective objectives of undergraduate education, educational philosophies, background of American higher education, educational methodology and technology, the internship for the D.A. degree, and disciplinary courses. Factors to consider when choosing between the D.A. and the Ph.D. degrees include: age, experience, aspirations, financial circumstances, family responsibilities, present job security, and geographical location. A bibliography is appended. (SW)

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COLLEGE TEACHING AS A PROFESSION: THE DOCTOR OF ARTS DEGREE

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Preface

In 1969, the Doctor of Arts Degree (D.A.) was offered in but one institution—Carnegie-Mellon University. The D.A. represented an attempt to develop a professional degree adapted especially to the demands of college teaching at the undergraduate level. In developing this degree, *there was no intent* by its proponents to deny the necessity of a thorough understanding of a discipline and the significance of research or creativity in achieving this. *There was a conviction* that the depth and levels of specificity of knowledge and research required in many Ph.D. programs were irrelevant to undergraduate teaching and perhaps even conducive to a pattern of instruction emphasizing content coverage rather than motivation and facilitation of learning and application by undergraduates, many of whom would have limited interest in the discipline itself.

The Doctor of Arts degree, despite its launching at a critical stage of modest growth, stability, or even of decline in growth and support for higher education, has spread to some 25 institutions and is now offered in over 18 disciplines or fields. As might be expected, the use of the degree has spread to fields not involving teaching, a situation that can be regarded either as lamentable in that it leads to some confusion regarding the character of the degree or as an inevitable consequence of degree ambiguities in the U.S.A. and an indication that the D.A. degree is now widely acceptable as an alternative to the Ph.D.

This brochure is a brief and culminating summary of my own experiences in observing and studying the Doctor of Arts degree. It has been prepared at the suggestion of Dr. Alden Dunham, of the Carnegie Corporation, and with the encouragement and assistance of many staff members and administrators associated with D.A programs. It is our hope that this brochure will inform interested individuals about the degree and encourage some of them to explore the applicability of the degree to their own institutions or to their personal development. I have drawn freely upon my past reports on the D.A. to produce this monograph. Exact quotations without formal acknowledgment have frequently been used since the bibliography includes those reports. In particular, I have, with approval of the Carnegie Foundation for the Advancement of Teaching, quoted extensively from *A Degree for College Teachers* written by Paul L. Dressel and Mary Magdala Thompson.

Paul L. Dressel
Michigan State University
January 1982

Acknowledgments

Special acknowledgments are due to Dr. Alden Dunham for his long interest in the D.A. and for the support of my various reports on its development. Dr. Erwin Steinberg, of Carnegie-Mellon University, contributed in many ways to may thinking and to that of representatives of D.A. programs in various discussions of efforts and developments.

To my long-time aide, Ruth Frye, I pay special tribute for assistance in bringing this and other projects to fruition.

Paul L. Dressel

I. History and Development of the Doctor of Arts

This monograph on the Doctor of Arts degree is an attempt to summarize several years of observation of the development of the degree and to relate it to my own long-time concern about the quality of undergraduate college teaching in the U.S.A. The D.A. degree has made it possible for a number of institutions to address the task of preparing undergraduate college teachers in a creative manner untrammeled by the specialized scholarly research that has become so predominant in most Ph.D. programs. Yet no degree in and of itself can resolve the conflicts and contradictions involved in conceptions of teaching and learning. Accordingly, this monograph attempts to

(1) provide a brief history of the D.A. degree and of the issues related to its development;

(2) list those D.A. programs presently available and provide some evidence of their accomplishments in terms of numbers and success of degree recipients;

(3) indicate other types of degree programs that are available and suggest some of the differences as well as the advantages and disadvantages of the respective degrees;

(4) indicate the issues and factors involved in excellent college teaching and offer my personal convictions as to their role and representation in any program designed to prepare undergraduate college teachers.

In addressing myself to these points, it is my hope that both existing and new D.A. programs may be led to consider the issues involved and perhaps construct or reconstruct the programs with somewhat greater insight into the issues. It is also my hope that some professors and graduate deans might be brought to reconsider the possibility of a somewhat greater degree of flexibility in the Ph.D to make it more appropriate for those persons who commit themselves to a career in undergraduate teaching.

Finally, to the extent that this brochure may reach individuals considering a teaching career or their counselors, I hope that it will provide them with some basis for developing their own views of good teaching and selecting a degree program appropriate to those views.

In the introduction to an earlier report on the Doctor of Arts degree, Harcleroad (in Dressel and DeLisle, 1972, p. 1) remarked that the D.A. was but one more degree in the long-term tendency toward the development of degrees for practitioners rather than for research-oriented disciplinary specialists. Harcleroad (in Dressel and DeLisle, 1972, p. 4) provided data showing that among 254 major graduate institutions, the offering of several doctorates is common. Among those more frequently offered are the Ph.D.,

Ed.D., D.M.A. (Musical Arts), D.Sc., D.P.H. (Public Health), D.B.A., D.S.W. (Social Work), and D. Eng. (Engineering). Excepting only the Doctor of Science, introduced at Harvard simultaneously with the Ph.D. (presumably to provide distinctive degrees in the sciences), each of these degrees emerged out of recognition of a need conjoined with doubt that the Ph.D. should or would be altered to meet that need. Each of the degrees, like the Ph.D., has been awarded to some individuals who engaged in teaching usually in the special field associated with the degree. Similarly, the insistence on better teaching (by students, the public, educational study commissions, and college administrators and faculty members) led to a demand that graduate programs be designed to meet that concern. A few Ph.D. programs were altered or augmented to this end, but the general reluctance to permit any change led to the introduction of the Doctor of Arts degree. Although there had been some earlier discussion of the D.A. degree, the first program (mathematics, history, English, and fine arts) was introduced at Carnegie-Mellon in the fall of 1967 and conferred its first four D.A. degrees in June 1969. Dunham (1969) suggested that former colleges of education might find the D.A. degree a natural extension of their traditional role in preparing teachers and thereby aroused interest in a group of institutions not previously involved in disciplinary doctoral programs. Several institutions accepted that challenge and have developed exemplary programs.

In 1970, moral and financial support developed for the D.A. degree. Jencks and Riesman (1968, Chapter 12) pointed out the inappropriate aspects of the Ph.D. degree for preparing college teachers. They asserted that no university would deny a competent scholar a Ph.D., the accepted license for teaching, even if he or she were known to be a poor teacher. The Council of Graduate Schools in the United States (1970) recommended the establishment of graduate programs leading to the degree of Doctor of Arts "to prepare graduate students for a lifetime of effective teaching at the college level." The Carnegie Corporation of New York announced planning grants totaling $935,000 to be given to the institutions for the new degree, and later, 1975, the Corporation again supported the D.A. by making grants of approximately one-half million dollars to fifteen colleges and universities. However, these positive developments were neutralized by unexpected events:

(1) government and industry released many Ph.D.s who began to flood the market for college teachers;

(2) federal and foundation funding for graduate study and research either ended or diminished;

(3) several states declared moratoriums on the development of new degrees;

(4) undergraduate enrollments began to stabilize or decline in some institutions, causing a release of faculty who competed with new graduates of doctoral degree programs.

Despite these developments, Doctor of Arts programs have survived and have continued to grow and spread.

Undoubtedly, the best data available on the spread of the D.A. have been informally collected and distributed by Robert Koenker, formerly Dean of the Graduate School at Ball State University in Indiana. Koenker's first survey was made in 1970. He found, as of March 1970, that three universities were offering the degree and upwards of 25 to 30 others were planning to introduce the degree within a year or two. By January 1971, Koenker found seven institutions awarding the degree in biology, economics, English, fine arts, history, mathematics, foreign languages, music, physical education, and political science. And by November 1971 he reported 15 institutions offering at least one Doctor of Arts program. Fields of study had also expanded to include chemistry and several foreign languages in addition to those previously listed.

Dressel and Thompson (1974) reported that, as of spring 1975, the D.A. granting institutions were 21 in number, offering the degree in a total of 44 departments and 18 fields. As of that date, newcomers to the list of D.A. granting institutions included the University of Miami at Coral Gables, Florida, which had authorized any Ph.D.-granting departments to offer the D.A. as an alternative if the department so desired. Simmons College in Boston offered a D.A. in library science; Atlanta University introduced a D.A. in chemistry. Syracuse University provided a D.A. in English; and Illinois State University introduced programs in economics, history, mathematics, and English. The Chicago Circle campus of the University of Illinois introduced programs in mathematics, chemistry, and biology. The University of the State of New York received a grant from the Carnegie Corporation for exploration and possible development of the D.A. on several of its campuses. Very likely there are other institutions whose plans escaped our attention, but the present number of institutions authorized to grant the D.A. in one or more fields is, at minimum, 25. Notable expansion of the available fields of study has occurred with the addition of arts professions, speech pathology and audiology, library science, medical technology, engineering, and with the introduction of interdisciplinary studies (international studies, inter-American studies) at the University of Miami. Dean Koenker, in his February 1976 report, indicated that, as of September 1975, 416 D.A. degrees had been granted and 556 candidates were then enrolled. Table 1 exhibits the numbers of individuals receiving the D.A. degree and the numbers of students enrolled for June 1977 and December 1981.

By 1980, a report completed at Ball State University by Prof. James G. Hunt and Graduate Dean David L. Wheeler indicated that 26 institutions were offering the D.A., that two other institutions were committed to offering the D.A. in the following year, and that nine others were considering the possibility of adding the degree. This report also indicated that 900 D.A. degrees had been awarded by 23 institutions in the period, 1970-1980.

As of the date at which this report is being prepared the institutions offering the D.A. and the fields in which the degree is offered are:

Adelphi University — *Speech Pathology and Audiology*
Atlanta University — *Chemistry, Humanities*

Table 1. D.A. Degrees Awarded and D.A. Candidates Enrolled by Institution as of June 1977 and December 1981

Institution	Degrees Awarded		Candidates Enrolled	
	1977	1981	1977	1981
Adelphi		1		15
Atlanta University	0	3	6	7
Ball State University	10	40	43	32
Carnegie-Mellon	127	167	104	45
Catholic University of America	9	24	59	22
Claremont Graduate Schools	4	6	3	0
Drake University	4	25	20	49
Idaho State University	68	115	59	35
Illinois State University	0	16	50	64
Lehigh University	8	16	4	9
Middle Tennessee State University	57	96	98	45
New York University		5		21
Ohio State University	3	0	3	0
St. John's University		0		26
Simmons College	11	30	16	15
SUNY, Albany	4	13	8	63
SUNY, Stony Brook		2		38
Syracuse University	3	3	2	14
University of Illinois-Chicago Circle	1	10	30	17
University of Miami (Florida)	20	37	29	44
University of Michigan	34	68	40	68
University of Mississippi	23	34	14	7
University of North Dakota	10	28	11	2
University of Northern Colorado	68	104	107	120
University of the Pacific	8	0	12	0
University of Washington	9	0	10	0
Washington State University	1	3	12	0
Totals	482	847	740	748

Ball State University — *Music*
Carnegie-Mellon University — *English, History*
Catholic University — *English, Biology (Medical Technology), Modern Languages, History*
Claremont Graduate School — *Government (and such other fields as may be approved)*
Drake University — *English*
Idaho State University — *English, Mathematics, Political Science, Biology*
Illinois State University — *Economics, English, History, Mathematics*
Lehigh University — *Government, Psychology, Chemistry*
Middle Tennessee State University — *English, History, Health-Physical Education, Chemistry, Economics*

New York University — *Arts Professions (Art, Dance, Music Education; Studio Art; Music Performance; Art, Dance, Music Therapies); Creative Arts*

St. John's University — *English*

Simmons College — *Library Administration*

State University of New York, Albany — *English*

State University of New York, Stony Brook — *Foreign Language Instruction*

Syracuse University — *Foreign Languages (French, Italian, German, Slavic, Spanish, etc., combined with non-language field, e.g., Economics, Finance, Education, History, etc.)*

University of Illinois, Chicago Circle — *Mathematics, Chemistry, Biology*

University of Miami — *Chemistry, Civil Engineering, Economics, English, Foreign Languages, History, Inter-American Studies, International Affairs, Mechanical Engineering, Physics, Mathematics*

University of Michigan — *English*

University of Mississippi — *Music, English, Political Science, Chemistry*

University of North Dakota — *Biology, History*

University of Northern Colorado — *Biology, Chemistry, Mathematics, Geography, History, Music*

Washington State Univeristy — *Mathematics*

Among the D.A. granting institutions, Carnegie-Mellon (167), University of Northern Colorado (120), Idaho State (115), and Middle Tennessee State (96) have produced by far the most D.A.s to date. Michigan with 68 D.A.s in English, Carnegie-Mellon with 100 D.A.s in history, Middle Tennessee State with 57 D.A.s in physical education and recreation, and the University of Northern Colorado with 37 D.A.s in mathematics lead the field in single discipline D.A. production. The English Department at Idaho State with 36 D.A.s granted is not far behind.

One question naturally raised about any degree focuses on the success of the recipients. Success has many faces including:

(1) satisfaction of the degree recipients with the degree program,
(2) employment in an appropriate position,
(3) promotion in rank or into administration,
(4) creativity and scholarship,
(5) improved teaching.

Many of the D.A. programs are still relatively new and have as yet relatively few degree recipients and a rather small lapse of time since the degree was granted in which unusual accomplishments could be demonstrated.

In a survey of degree recipient reactions made by Dr. Mary Magdala Thompson (1976), well over 90 percent of the respondents reported salary increases and promotions since receiving the degree, and some found new positions. Most D.A.s were satisfied with their D.A. programs, but sometimes reflected back a concern about the recurrent necessity of explaining the

degree. Administrative appointments are hardly an indication of degree quality or teaching proficiency but they do indicate something about the acceptability of the degree. Five of the D.A. degree-granting institutions (those longest in the field) reported numerous D.A. department chairpersons (over a dozen), three deans, and many program or project directors. Carnegie Mellon—the initial D.A.-granting university—listed the scholarly succes of five D.A. recipients as follows:

1. Author of five books and more than twenty articles focusing on American History; named to Outstanding Educators of America (1975).
2. Co-author of four books and fifteen articles on American history and American education.
3. Author of four books including two monographs in Urban History, nine articles and more than a dozen reviews; has been awarded more than $200,000 for research and curriculum development grants; recipient of Outstanding Alumnus Award, Edinboro State College.
4. Author of several articles; Co-Director of the Project on Social History (a curriculum development program to produce Social History units for secondary school students).
5. Author of three books and more than twenty articles on American education.

One relatively new program reported that one of its initial D.A. recipients (in a foreign language) received an appointment at Princeton University. Most of the D.A.-granting institutions have demonstrated their own respect for the degree by hiring one or more D.A.s. As to the nature and extent of the D.A. contribution to teaching and program development, there is little evidence other than that the writing and professional activities of many D.A.s reflect a continuing interest in instructional and curricular problems. Such evidence as is available demonstrates that individuals of high quality have taken the degree and that these persons have been recognized and accepted.

To fill out this record of growth and accomplishment, several additional items are informative. Several state-supported universities that had planned to launch D.A. programs were caught by a state moratorium on new graduate programs. Nevertheless, several of these institutions still plan to offer the program if approval can be obtained. Second, a number of those institutions already offering the degree have reported that additional programs are under consideration, although dates of final approval and initiation are indefinite. Third, the record of employment of D.A. recipients as reported by the institutions has been very good. This is, in great part, a result of the fact that most of the candidates were employed to begin with and could continue in their former positions. Fourth, reports of D.A. recipients' advancement in their own institutions or the attainment of better positions in more prestigious institutions have given assurance to the D.A.-granting departments and institutions that

the degree is accepted and respected. Fifth, several of the D.A.-granting institutions have either already hired or have announced their intention of hiring a D.A. to coordinate aspects of their D.A. programs.

If the surplus of doctorates, state moratoriums on new degrees, and institutional financial exigencies are taken into account, the new degree has fared amazingly well, even though some programs have been dropped. Correspondence and interviews with the campuses and with departments where D.A. programs have been abandoned indicate that lack of resources has been a major factor in all such cases. This was especially true for those D.A. programs added as an alternative to an existing Ph.D. program. But if the continuing existence and worth of the D.A. is no longer an issue, the precise nature and purposes of the degree, the requirements for it, and the relation of this to other doctorates continue and are likely to continue to be a problem. The extension of the D.A. to engineering, library science, and arts professions may be only the beginning of a broader interpretation of the D.A. as a professional or practitioner degree.

The differences among the D.A., Ph.D., Ed.D., and the D.B.A. (Doctor of Business Administration) have remained uncertain on many campuses, especially when the Ph.D. requirements are sufficiently flexible to be adjusted to the views of graduate advisers and the wishes of degree candidates. Some initial D.A. programs included all Ph.D. requirements plus a few additions. These exorbitant requirements have tended to vanish or become more realistically defined because students, wiser than their professors, were unwilling to take a Ph.D. program plus other requirements and accept a D.A.

Numerous institutions and departments in them have provided a Ph.D. program of sufficient flexibility (occasionally designated as an alternate track) to permit the equivalent of a D.A. However, it is not easy to identify these programs because they are seldom advertised and they depend on the presence of sympathetic advisers and doctoral committees. Clark University (history, geography, economics) and the University of Denver (12 academic fields) are examples of universities in which adaptations of the Ph.D. to the needs of undergraduate teachers have been given special attention. Correspondence with some institutions suggests that local discussions of the D.A. had been influential in bringing about changes in the Ph.D., but the extent of this possible side effect is unknown. There is little doubt, however, that on some campuses there will be a continuing impact toward flexibility in the Ph.D. in the recognition of the need for preparing undergraduate college teachers. In many respects, such flexibility is preferable to adding a second degree.

The Ed.D. has long been used as a degree for college teachers in many universities, especially but not solely in the Southwest. East Texas State, Kansas State, Montana State, North Texas State, Oklahoma State, and Pennsylvania State offer the Ed.D. for college teaching in a variety of disciplines. These degrees are different from the traditional Ed.D. for mathematics education and science education. This point is effectively made when it is noted that no credits in Education courses are required in some of the Ed.D. programs. However, it seems unlikely that most universities and

departments will either accept a more flexible interpretation of the Ph.D. or use the Ed.D. Hence the D.A. is likely to continue and so are its variations.

It is evident that the D.A. has become established and accepted. Much of its success must be attributed to the various institutional grants made by the Carnegie Corporation and to the continuing personal interest of Alden Dunham of the Corporation staff. At this point it appears that the D.A. has attained a character reasonably well defined and acceptable as a meritorious degree in its own right. However, it is still in a formative stage and there are unresolved issues. Thus the focus of the remainder of the document is on the various issues involved and on alternative resolutions of them.

II. D.A. Program Variations and Issues

Although D.A. programs have been increasing in number, no standard model or conception of the D.A. is yet apparent. If there is strength in diversity, then the D.A. is becoming a strong and acceptable degree. However, excessive diversity can prevent establishment of a clear identity. That is likely to remain a problem with the D.A. just as it has been with other graduate degrees. The Carnegie Corporation grant program stimulated diversity since it included major research universities, regional universities, and some relatively small as well as large institutions. The diversity in conception and in program involves the students sought, the disciplines included, the admissions procedures, the program policies, requirements, and coordination, and the extent and nature of the internships. There are also marked differences in the research requirements, even among programs within the same institution.

Some programs, like the D.A. in English for teachers in two-year colleges at the University of Michigan, have been isolated developments in the university. Other universities, like Carnegie-Mellon, preferred to launch almost simultaneously programs in three, four, or five fields. At Carnegie-Mellon a section of the history program prepared superior secondary school teachers, although the major emphasis in all programs was originally directed to four-year colleges. Programs have been, as indicated earlier, introduced in a wide variety of disciplines and a few universities, like the University of Miami, encourage interdisciplinary programs. The D.A.s in Library Science at Simmons and in Biology (Medical Technology) at Catholic University have perhaps as much if not more implications for administrative assignments as for teaching simply because possession of a doctorate ensures a measure of recognition in fields where most workers do not hold that degree. The D.A. programs at the University of Illinois-Chicago Circle, at least originally, were explicitly planned to develop persons expert in preparation of teaching materials and in the communication of knowledge. This view made it possible to regard, as some persons did, the D.A. as a degree to be taken subsequent to completing the Ph.D.

In most cases, D.A. admissions have been limited to persons with master's degrees, although some departments originally preferred baccalaureate admissions to provide a longer period for the program. The admission policies are also related to views about the maturity and prior teaching experience of the students. Although in many programs experienced teachers have come to be preferred as D.A. candidates, there are also professors who would prefer younger students whose views and teaching practices are as yet unformed. Obviously, internship experiences must be adjusted to variations in experience and to the availability of internships. There are advocates for paid internships (sometimes called externships) on a strange campus, for internships at the degree-granting university, and for internships at the college where the candidate has already been teaching. But whatever these views, to a large extent, the internships must be individually determined, for few univer-

sities have achieved a stability in number of candidates that would permit the establishment of a continuing working agreement with other colleges for accommodating interns.

In some programs, the faculty originally preferred full-time enrollment of D.A. candidates for at least a year, but have been able to adjust the program to part-time students. Illinois State University has devised a program that is especially adapted to individuals with continuing full-time teaching responsibilities who desire a doctoral degree program directly and immediately related to teaching.

Dissertations, research papers (the terminology varies) were originally oriented towards pure disciplinary research in many departments, but have gradually turned more to curricular and instructional problems within the discipline. Such research efforts may vary from several relatively brief papers to book length, and they may or may not be related to the internship.

Diversity is essential, for the typical D.A. candidate (at least thus far and in all probability also in the future) must be regarded rather differently than the prospective Ph.D. Many of the D.A. students are mature individuals who have long taken seriously the task of teaching, have engaged in developing new courses sometimes in areas not previously studied, and in continuing evaluation of their teaching and their instructional materials. A rigid, required D.A. program that takes no account of the often rich and varied experience of the candidates would make no sense. Flexibility that permits development of a program meeting the needs of a specific individual is more significant than the diversity in requirements across departments that are then rigidly imposed upon the candidates. Some programs that have the appearance of establishing high standards may represent little more than the preferences of influential individuals or the composite of various biases and preferences that result in heavy requirements and rigidity in imposition of them.

Diversity, whether desirable or undesirable, makes it difficult to characterize the D.A. except that it is not a Ph.D. and therefore acquires either the advantages or disadvantages of this status, depending upon the critic. For Clark Kerr, the image is a postive one, for he has stated that "The Doctor of Arts should become the standard degree for college teaching in the United States" (in Dunham, 1970, p. 510). At the moment, this appears highly unlikely.

Issues

Selection of Students

Even if the Doctor of Arts is accepted as the most appropriate degree program for the preparation of undergraduate college teachers, two questions still remain. What kinds of teachers do we need? For what kinds of students is the degree appropriate? In the early years, individuals admitted into D.A. programs represented almost every type of aspirant to college teaching. They were admitted directly from a baccalaureate degree, from a master's degree,

or with incomplete and possibly inactive Ph.D. programs. Students were both full time and part time, were preparing for college teaching, community college teaching, high school teachng, and occasionally for administration or curriculum development. As individual problems arose and were solved, there has been a trend toward a somewhat more uniform attitude concerning those who can best be served and the manner in which this can be done. It has been found that few students can afford to attend D.A. programs full time without financial assistance, and financial resources are becoming more limited. Full-time students have tended to be teachers on leave with full or part salary who frequently could not complete their programs in the leave time allotted and were faced with dropping the program, risking the loss of their jobs, or trying to work out a plan by which the internship could be completed at the institution where they had already taught for years. Internships in familiar circumstances are of questionable value because the intern is under restraints and compulsions that evoke and reinforce former practices.

Although at least one institution has insisted that D.A. candidates are best served when required to enter the program directly from the baccalaureate degree, few such students have entered the D.A. programs. Lacking experience in teaching, they may gain less from the professional courses and they may be oblivious to the implications for teaching of studies in the advanced disciplinary courses. Moreover, new baccalaureate recipients may be somewhat immature and not completely committed to a lifelong career in teaching. The fact that these neophytes are outnumbered by experienced teachers apparently heightens their doubts and creates insecurity. Most D.A. faculty mentors came to feel that full-time students without prior teaching experience may not attain the full value of the D.A. program.

Most D.A. program faculty members and administrators now view the D.A. market as largely oriented to experienced teachers seeking self-improvement and a terminal degree. Furthermore, many of the D.A. institutions have come to feel that, if their programs could be tailored to part-time students with no diminution of quality, the graduates would not further overcrowd the market. The D.A. programs would then meet the needs of experienced and committed teachers who want to improve their skills. This seems in keeping with the pleas of more and more educators that graduate schools move from their narrowly conceived traditional research-oriented emphases and serve the needs of today. However, a focus on part-time students demands great care that such programs be ones of quality, and that this innovation not diminish standards of excellence but, rather, develop and adapt those standards in relation to current needs.

A continuing problem that may well become a serious one is just how exclusively dedicated to the preparation of college teachers the Doctor of Arts program should be. On the one hand, a firm commitment to college teaching as an objective, with all that this implies in the way of strength in the disciplines and knowledge of research in the particular field, strengthens the claim that the D.A. is truly equal to but different from the Ph.D. On the other hand, some institutions have found students desirous of preparation for superior high

school teaching or curriculum planning rather than for college teaching. The need and desire for terminal degrees for specialties like library administration and speech pathology where the Ph.D. is deemed inappropriate have led to use of the D.A. Such extended use of the D.A. poses questions. In some respects, the developments place the D.A. in competition with the Ed.D. and this may not be advantageous to the D.A. Ideally, for a time at least, the degree should be restricted to its original purpose—that of preparing four-year and community college teachers. Inclusion of students preparing for vastly different goals strains the program and diminishes the possibility of developing for all D.A.s (regardless of teaching discipline) shared core areas in professional studies covering mutual interests in higher education. A proliferation and confusion of purposes may also repel prospective D.A. candidates whose primary concerns are in teaching. However, the problems of undergraduate teaching are not restricted to classroom teaching. They extend to course and curricular development within the framework of an educational philosophy and an understanding of how people learn.

Even if D.A. programs were to be limited to preparing teachers for community and four-year colleges and accepted only those persons who have completed the master's degree (with some teaching experience), there would remain a sufficient variety of students so that steps would have to be taken to serve each student according to his or her background and goals. More and more attempts are being made to do this. In one D.A. program, students complete a questionnaire providing the information that makes possible the individual tailoring of the program to each student. This is a desirable development in contrast to an earlier period when sensitivity to this need seemed absent. Now that the need is recognized in a number of institutions, they are very likely to progress to the next step—the realization that great program flexibility is required and greater independence must be given to students in both the identification of needs and the fulfillment of them. Obviously, this flexibility must be combined with appropriate guidance, for there are instances in the past of students who, supported by members of the faculty, argued that internships and other professional courses should be waived or credited merely on the basis of a number of years of teaching. Yet years of teaching may only have served to permanently imprint faulty practice. Rather than rigid programs imposed upon all D.A. candidates or too ready waiver of degree components, program planning should be adapted to individual experiences and abilities and provide *those additional experiences* required to develop the individual into an excellent teacher. Both the nature and the substance of these experiences are discussed in the following sections.

Nature and Processes of Human Learning

The process by which individuals master and use knowledge depends on learning, remembering, generalizing, thinking, problem solving, and similar cognitive processes. Learning theory, the processes of remembering and forgetting, and the conditions for transfer of learning are important in good teaching, but research shows that no one method of teaching invariably favors

mastery and retention. Conditions vary among teachers, disciplines, and students so that teachers must continually ask themselves how what they are doing contributes to the education of specific individuals and what learning principles are related to the methods of teaching they prefer. A number of concepts and principles must be considered (McKeachie, 1962):

(1) **motivation,** because individuals learn best, if not solely, what they are interested in;

(2) **organization,** because students learn when the learning fits some logical or personal framework;

(3) **principles** and **concepts** presented in varying contexts to encourage mastery and retention through multiple associations;

(4) **feedback, contiguity,** and **active involvement**; and

(5) **positive reinforcement** with reward and encouragement.

In general, forgetting results from interference between associations in memory as a result of lack of continuing usage. Retention can be strengthened by the meaningful circumstances under which the original learning takes place and by a sequential organization of learning that requires continuing use of what has already been studied.

Similarly, transfers of learning can be influenced by many factors. Among these are (University of Michigan Center for research on Learning and Teaching, 1969):

(1) similarity of the original learning and teaching to the eventual transfer situation;

(2) adequate experience with the original task;

(3) variety and range of examples used when principles and concepts are taught;

(4) identification of the distinctive and important features of a task that make specific learnings relevant;

(5) certainty that understanding took place before expecting transfer; and

(6) establishment of an expectancy of transfer and of personal gratification and reward for its manifestation.

Cognitive and Affective Objectives of Undergraduate Education

The cognitive objectives of undergraduate education include intellectual development which requires the accumulation of knowledge and factual information, acquisition of the skills of critical thinking and problem solving. Affective objectives include modification or maturation of attitudes and values. Defining and interpreting these instructional objectives and modifying teaching practices as students develop are among the most significant professional tasks facing the college teacher. Clear integrative behavioral objectives

are difficult to achieve for most college-level courses, but without them each course stands alone and represents only another isolated set of facts and skills to be temporarily acquired and soon abandoned. The adjustment of instruction and of evaluation to include the more subtle objectives of motivation to learn, to engage in critical thinking, to make value judgments, to organize relevant information, and to define and solve problems is one of the more pressing and complex educational issues teachers face.

It is not possible to isolate cognitive growth from moral growth and the general maturation of the student. Examination of the nature of human personality forces the conclusion that cognitive growth separated from other aspects of growth is an illusion (Kauffman, 1968). In particular, the act of judgment, which represents the ultimate expectation of liberal education, involves a composite of affect and cognition. Whatever a person knows, in the final analysis he or she makes a decision based upon values. An individual should be aware of the values in which he or she believes, for only then can values consciously enter into decision making. Affective and cognitive aspects of an individual are inseparable and hence attempts to teach science, humanities, or social science without recognition of value overtones are futile.

College teachers should plan educational experiences to encourage value consciousness in a sequence of steps that include the student becoming aware of his or her own values, developing a sensitivity to the values of others, and acquiring a knowledge of and respect for the variety of value systems in other societies. The final stage encourages the student to reassess and possibly revise or restructure his or her personal values. Study and probable revision of the various reward systems (student grading, faculty evaluation) of institutions may serve as a means for progressing through these steps.

Educational Philosophies

The undergraduate curriculum in any institution depends on the educational philosophies of the faculty, administration, and constituencies lending support to institutional endeavors. The variety of philosophies permits the existence in most institutions of conflicting theories of education rather than a single consistent formally stated basis for educational planning. Nevertheless, the composite of these opinions, beliefs, attitudes, judgments, and prejudices yields some compromise curriculum. Individual professors continue to hold their own views and the students are exposed to and confused by them. Teachers should be aware of differences in views about the nature and worth of knowledge as they instruct and advise their students.

In an attempt to determine faculty opinions about the nature and purpose of the university, Heiss (1970, pp. 32-34) developed three positions based on literature about the idea and mission of a university. The first position holds that knowledge is valued for its own sake, and hence that the purpose of the university is to preserve, disseminate, and promote insights into knowledge to produce educated citizens to carry on rational inquiry in their respective communities. With this transcending purpose, the university

remains detached and aloof from society. In a sample of 1,374 faculty members, about 14 percent subscribed to this position. This and other percentages might vary greatly with institutional patterns and types.

A second position contends that knowledge has both cosmopolitan and eclectic value and purposes. It is an end in itself, but it also has instrumental value. The university may be detached, but it should have a well-developed social conscience. The search for knowledge is the guiding force, but that knowledge also helps clarify needs and problems of society and suggest ways of resolving them. In the same sample of faculty members, about 81 percent selected both scholarship and service.

The third position holds that knowledge has both intrinsic and instrumental value, but the primary worth comes from investigation and active involvement in solution of the problems of society. The emphasis is on working with groups requiring expert assistance. Less than 5 percent in the faculty sample selected the option of service.

Most colleges have representatives of all three positions, even though there is a dominant pattern. Educational and evaluation practices usually result from interaction with all three. Prospective college teachers need to clarify their own personal philosophies of education as they develop formally stated objectives, develop appropriate educational experiences, and specify the evidence required for evaluation. Each professor should share his or her preconceptions with students with the expectation that each student will arrive at his or her own synthesis.

Background of American Higher Education

To bring more understanding to their teaching roles and to their decision-making roles in university governance, college faculty members should be familiar with the history, issues, and trends in higher education. Knowledge of the European backgrounds and of the major developments in American higher education in the United States contribute greatly to a teacher's insights. In particular, this knowledge will quickly demolish such myths as those that all students in an earlier era were thirsting for knowledge, that the departmental major has always been the heart of the undergraduate program, and that foreign language and physical education requirements are sanctioned by long tradition. Wiser decisions crucial to the welfare, progress, and quality of the college and university result through committee work and various advisory assignments when faculty members are informed about the background and history of the problems with which institutions have struggled for centuries. They grasp the necessity for continuous reassessment of the following problems in new contexts:

(1) curriculum content and organization;

(2) the nature, purposes, and educational objectives of colleges and universities;

(3) faculty rights, privileges, tenure, and retirement;

(4) board of trustees-administration-faculty-student relationships;

(5) admissions;

)6) faculty evaluation, promotion, and reward;

(7) for teaching, research, and public service;

(8) student characteristics and behavior;

(9) evaluation of student performance.

College teachers should also be aware of the full range of institutional types in American higher education. These varying institutional models attract different types of students and present distinctive environments for their teachers. At one end of the spectrum is the community-junior college whose students come from all ability levels and have vocational aspirations ranging from unskilled tasks to the highest professions. Privately-supported liberal arts colleges, especially those with strong religious affiliations, represent an entirely different milieu. Complex state and private universities present still other challenges to their faculties. Points of view regarding teaching formed in one type of institution may be so inconsistent with the demands of another as to render an inflexible teacher, who is effective in some environments, completely ineffective or highly controversial in others. Opportunities should be available for the introduction of prospective college teachers to the environment they are likely to enter. The D.A. internship may provide such an opportunity.

Educational Methodology and Technology

The college teacher, having completed the initial task of designing a course by establishing instructional objectives and selecting content, must decide on the instructional methods and learning materials most appropriate to the course objectives, to the students, and to his or her own abilities. The teacher can choose from the standard instructional techniques of lecture, case study, discussion, or demonstration. Alternatively, a teacher can try the less structured approaches of role-playing, psychodrama, independent study, or tutorials. Some form of educational technology may be found to be effective, but most teachers will require technical assistance in investigating this possibility. There is no one best method and a continued usage of any one approach leads ultimately to teacher mediocrity and student boredom.

The prospective college teacher, therefore, should become aware that there are many different ways of fostering learning. He or she may wish to experiment and determine those procedures and experiences that are effective in reaching desired objectives, remembering always that the novelty and enthusiasm accompanying such exploration may be more significant than the method or materials under investigation. Should the teacher wish extensive student participation and more opportunities for students to formulate and express their own ideas, discussion groups and seminars may be preferable to lectures, but differences in teachers and students may account for certain

methods proving more appropriate than others. The basic teacher task is the selection or development of the type of educational experiences that will motivate student achievements. And always this must be done with due regard to concurrent student experiences (both academic and otherwise) and the institutional resources available. Educational methodology is only one aspect of a larger issue. No teacher, course, or program can or should be operated in isolation.

Educational technology offers a wide range of electronic, mechanical, audio, and visual devices. Programmed materials developed through their use *may* but do not surely provide instructional and learning experiences not otherwise available. Teachers need to learn how to develop or use these materials, study their impact on students' learning, and revise them as necessary. Educational technology does not replace the teacher, but redefines the role of teacher by focusing on the impact of a particular educational experience on the learning of the individual student.

Since students (even mature graduate students) learn mainly what they practice, the teaching methods and learning materials used by D.A. professors should be consciously selected and interpreted in relation to the predetermined objectives. It should be clear that the mark of a skillful teacher is the range and flexibility of his or her repertoire. The prospective college teacher needs practice in all varieties of methodology during the preservice preparation, doing all the kinds of things that college teachers do in their particular discipline. Institutions should provide continuing opportunities through in-service programs and grants for research in the effective use of educational methodology and technology. Increased use of technology and programmed instruction in the future appears certain. Nevertheless, highly motivated students can learn under almost any circumstances; and, without motivation, they will not learn under ideal conditions. A great part of teaching is in providing motivation whether by personal impact or through well-designed and effective learning experiences.

Internship

The internship, which can be regarded as the key and culminating feature of the D.A. degree, should center around a teaching experience in depth. The logic of this is that just as the research dissertation for the Ph.D. both provides a monitored experience in research and demonstrates attained research capacity, so the D.A. internship should provide a monitored experience in teaching and demonstrate that the capacity for quality teaching has been acquired. An internship is less than ideal unless it is supported by careful advance planning and by evaluation of the practicability of the planning and effectiveness of the results. No matter how lengthy and excellent the teaching experience of an individual, the internship should provide an opportunity for an even better performance. Thorough mastery of a discipline and ability to present it in some coherent manner is not enough. The award of

a D.A. should certify that the individual acquiring it has

(1) a thorough knowledge of the major and fundamental aspects of a discipline or field of study;

(2) an overview of other aspects and the ability to quickly acquire new ideas and materials in the field;

(3) an understanding of the difficulties experienced by individuals undertaking to learn the fundamentals of the discipline;

(4) awareness of and ability to use the resources of educational technology in motivating students and facilitating their learning;

(5) ability to relate the essential ideas, concepts, and principles of a field to similar or identical aspects of other fields and to current issues and problems;

(6) ability to formulate and carry out an evaluation program that provides evidence on the accomplishments of learners and feedback for program improvement.

Development and demonstration of these insights and abilities will not usually be possible if an internship is defined solely as teaching one or two courses for a semester. Especially is this so if the D.A. candidate is expected to take many substantive graduate courses taught without relevance to the learning task and write a dissertation or prepare a report on aspects of the discipline that have limited relevance to the exigencies of teaching a course. The D.A. needs a culminating demonstration of excellent teaching that will be present only if the internship is carefully planned and emphasized throughout the program as a carefully planned, integrated, documented performance that justifies award of the Doctor of Arts. Without this culminating effort, the D.A. can degenerate into a series of unrelated experiences comprised of substantive courses in the discipline, education courses related to teaching, some type of research or scholarly effort, and an internship. Accordingly, both individual needs and differences, on one hand, and degree requirements and standards, on the other, must be carefully addressed in defining the internship requirement.

There are clearly some things that should not be done with an internship:

(1) it should never be waived;

(2) it should not be scheduled and completed early in the program;

(3) it should not be met by teaching assistant assignments, routine teaching of sections of freshman courses, or by unobserved, unmonitored teaching at a distance from the D.A. granting institution.

Some professors feel that the best internship, regardless of prior teaching experience, is one served on the degree-granting campus under the direction of an exemplary instructor. Accordingly, an institution should not undertake to offer a D.A. program unless exemplary teachers are readily available and willing to serve in this important role. There are others who feel that, if possible, the internship (externship) should be on another campus with a seasoned

and successful teacher, and possibly with occasional visits by a professor from the university. An elaboration of this view (somewhat unrealistic) is that the internship should be a total immersion in the life of a college rather than simply a teaching experience. Some early internships involved a stipend from the host institution, but this pattern is difficult to achieve. In any case, the intern experience should be carefully selected and arranged with each candidate so that it is primarily an opportunity for the individual to grow rather than for an institution to profit. As with most aspects of the D.A. program, the composite quality and impact of the internship will depend upon the strength and authority of the director of the program or of the graduate dean.

In an exemplary case, a mature D.A. candidate was placed in charge of all teaching assistants in an introductory course and given the responsibility for improving the course in content and presentation. His work, in turn, was monitored by a senior professor. This was a rather more extensive and comprehensive internship than most. In several other cases, the D.A. candidates developed new instructional materials and, in their internship, taught these and evaluated their effectiveness. A significant component of this experience was the scholarly work in the discipline required to select appropriate content and develop the materials to promote specified types of learning.

Ideally, then, the internship experience should be closely related to and involve prior substantive learning in the teaching field(s), understanding of the nature of the learning process, awareness of the student concern for relevance, sensitivity to motivational problems, and a commitment to behavioral or liberal education objectives that transcend the specific materials covered. The internship should, in the preparation of the course, in the instructional process, and in the evaluation, provide an opportunity for an evaluation or research paper demonstrating all facets of graduate training that have been integrated into an effective teaching performance. The traditional final oral would focus on this performance but could delve into substantive disciplinary issues whenever appropriate. Instead of a closed oral involving only the doctoral committee, a public presentation and discussion might be scheduled.

Disciplinary Courses. The teacher of undergraduates requires a broad grasp of the essentials of the field or discipline rather than the specialized focus commonly characteristic of the Ph.D. It is unlikely and undesirable that anyone could today expect to teach all of the undergraduate courses commonly offered in any discipline but an overview of them, of their interrelationships and roles in the undergraduate major or in the curriculum is desirable. Moreover, it is not inappropriate in the substantive courses for the professor to give some attention to their implications for undergraduate teaching. Thus in a graduate course in Chaucer, the students (whether Ph.D., D.A., or master's candidate) might benefit from a discussion of the course implications for content selection and teaching of an undergraduate course in Chaucer. Aside from the implications for teaching, such a discussion would

undoubtedly enhance the understanding of Chaucer, for Chaucer did not write solely for the benefit of professors of English literature.

Research. The research component of the D.A. program should include an understanding of and some experience in the research methodologies and techniques of the discipline but ideally this component should be related to the task of making both the substantive results and methodological procedures of the discipline understandable to students. Understanding of the discipline as a mode of acquiring and organizing knowledge is at least as important an outcome of every disciplinary course as is the content covered. A Ph.D. type dissertation neither assures this understanding nor necessarily contributes to it.

The undergraduate teacher also needs to be aware of the educational research approaches available to evaluate the impact of materials, learning experiences, and teaching methods on motivating and facilitating student learning. Not every undergraduate teacher will engage in research on or evaluation of teaching or learning, but every undergraduate teacher should be aware of the importance of such activity and of the insights on learning and teaching resulting from it.

III. Principles and Guidelines for D.A. Programs

The principles and guidelines here presented have been developed for the Doctor of Arts degree as a degree for undergraduate college teachers. This context does not rule out the possibility that individuals acquiring the degree may ultimately move into administrative roles, teach graduate courses, engage in research, or enter other educationally related or based fields. However, I am convinced that a degree that is used indiscriminately for many purposes, however respectable and needed each may be, will become meaningless except as the possessor of a degree demonstrates his or her abilities or as an institution may, through its own efforts, achieve a reputation for sound degree programs of whatever brand selected. The D.A. was inaugurated as a degree for college teachers and this should continue to be its major emphasis.

Accordingly, this statement speaks to what teaching is and what is required in a program that presumes to prepare excellent undergraduate college teachers. A graduate program directed to this purpose should provide (but not require of all students) experiences that will enable the teacher to acquire

(1) knowledge in depth and ability to present effectively to students a well-defined and organized body of content including its structure and methodologies;

(2) an awareness of student concerns and motivations and an ability to interpret the teacher's field and its implications in such a way as to arouse student interest by relating to them;

(3) an understanding of the relation of one's discipline to other disciplines and to the current social scene, and acceptance of the obligation of communicating these relationships to students;

(4) a clear conception of the objectives to be attained by students and ability to plan experiences obviously relevant to the attainment of these objectives;

(5) an awareness of the learning process and of individual differences in interst and ability such that adaptations of assigned tasks and expectations can be made and that students will become capable of continuing their learning beyond the confines of the classroom and campus;

(6) facility in development of feedback procedures whereby each student is informed as to his or her progress;

(7) a definition of standards to be achieved by students and encouragement of students to accept, interpret, and assume some personal responsibility for their attaiment;

(8) a sensitivity to the values and preconceptions implicit in the teacher's discipline and in the application of its principles and concepts to social and personal problems;

(9) the habit of continuing scholarly activity that keeps the teacher abreast of new developments in his or her field;

(10) an awareness of the role that teacher's course plays in the total undergraduate educational experience and acceptance of responsibility to help the student integrate his or her experiences in the course with other aspects of education;

(11) acquire professional knowledge and skills essential to effective communication or knowledge including: knowledge of and ability to apply principles of human learning and of motivation to the development and utilization of improved teaching procedures, awareness of and willingness to use a wide range of media for improving instruction and constructing more effective courses designed in reference to a total curriculum and the objectives of that curriculum;

(12) the recognition that for many undergraduates (including most majors) contact with a particular course or discipline will be of little consequence unless they acquire some understanding of the significance and relevance of the materials to other areas of interest and to the problems and concerns of society, and unless they also acquire increased facility in broad behavioral objectives transcending particular courses and disciplines but essential to successful performance as a citizen and worker in society.

To attain these goals, the prospective teacher certainly requires knowledge in depth of a discipline and of its essential concepts, methodologies, and values. In addition to these explicity teaching-related responsibilities and functions, college teachers serve as advisers and as members of committees that plan curriculums, define requirements, and specify scholarship standards. As an adviser, the teacher needs to interpret the significance of his or her own discipline in reference to the aspirations and plans of the individual student. The adviser needs also to be aware of other disciplines that might strengthen the student's capability for various vocations. The adviser should be able to explain the total college program to students and help each plan his or her own. As a participant in planning and governance activities, the teacher needs to have a personal philosophy of undergraduate education and some understanding of the history and the trends of American higher education. As a member of a profession, the teacher has certain rights and privileges; he or she also has certain ethical responsibilities to students, to colleagues, and to the institution.

A program to prepare college teachers should address all of these competencies and provide experiences designed to foster them. Formal credit courses need not be provided on each point, for many of them, especially those involving values, must be dealt with in many contexts. Some topics (history and philosophy of American higher education) are adequately introduced as professionally relevant by several seminar discussions based upon suggested readings or by a few lectures with copious references to con-

veniently available books and articles. Undergraduate teachers do not necessarily need detailed courses in history and philosophy of higher education, but they should be aware of significant features of higher education developments in the United States. They do not necessarily require courses in psychology of learning, but they do need to become aware that talking *at* people does not necessarily result in learning and is unlikely to motivate students to learn independently. Moreover, D.A. candidates are likely to have had diverse experiences that have included aspects of some of these responsibilities so that individual choices rather than imposed requirements are desirable. Since there is no one pattern of successful teaching for all persons and institutions, there can be no rigid program prescription appropriate for all.

This description of a degree for teaching (D.A. or otherwise) goes, in its specifics, far beyond what many faculty members and disciplinary organizations will accept as desirable. Those who emphasize knowledge of the discipline as the primary factor in successful teaching are inclined to discount or ignore the significance of methods, learning principles, student differences, the service role of some disciplines, the relations among disciplines, the practical implications of a discipline, and the subsidiary role of the discipline in providing a liberal education for the undergraduate. When the teacher is regarded solely as a purveyor of the discipline in its purest form, these professional teaching experiences are viewed as irrelevant. An internship becomes, at best, a perfunctory requirement equated to giving learned lectures. A model of teaching which takes a broader conception of the task and requires specific attention to objectives, teaching methodology, instructional materials, and student motivation and learning arouses much opposition—partially because it implies catering to students and partially because contact with each of these areas is viewed as requiring one or more courses and hence a block of credits (hardly justified by the actual substance) that reduces the courses and credits available for disciplinary study. However, those who regard the D.A. as preparing an individual to communicate knowledge effectively to others either for a liberal education or for purposes of application rather than to expand a discipline through research will grasp the importance of each of these specifications.

Acceptance of teaching as a professional task and of the implications of this concept for a D.A. program leads to specification of the criteria to be met in launching a D.A. program. Sound prerequisites for initiating a teaching-oriented doctorate must include, as a minimum, the following:

1. Strong central administrative support and coordination from the office of the graduate dean are essential in any new graduate program, but especially so in the D.A. because its elements transcend departmental resources and capabilities. One person must assume a major role in educating faculty, in defining programs, and specifying the essential experiences and standards to be met. This person must also ascertain that program intent is not thwarted by the ignorance, indifference, or active antagonism of a faculty committed to research as the central feature of all graduate study.

2. There must be, at the least, a strong master's level program in any discipline in which the D.A. is launched and some graduate professors who are also concerned with undergraduate instruction and willing to involve their graduate students in the design, instruction, and evaluation of courses. The prior existence of a Ph.D. program may hinder rather than help the development of a D.A. program.

3. The institution must be one in which the quality of undergraduate education is a central and continuing concern of the administration, and especially of those departments offering a teaching doctorate. Regular review and continuing innovation and evaluation of the undergraduate program in a department should be a prerequisite to action on any proposal for a teaching degree based on that department. A department that cannot exhibit its own undergraduate program as a model is incapable of defining and fostering a teaching doctorate. The department may not recognize its deficiency.

4. The D.A. as a teaching doctorate should not be launched in an institution until there exists a critical mass of key programs (at least three disciplines) that can interact and cooperate in development and use of professional (teaching-related) experiences. This is essential if departments are to be prevented from attempting to provide all elements of the program within their own resources and if additional resources, such as special courses, seminars, colloquiums, and educational technology equipment are to be provided. Moreover, it is essential that each degree candidate sense that undergraduate education is more than a major and a conglomeration of departmental offerings. Effective teaching, effective advising, and effective work on undergraduate curriculum development transcend disciplinary boundaries.

5. There should be provision for individuals interested in interdisciplinary courses to develop programs on other than a departmental basis and also to have experience in the planning and teaching of such courses. This is not feasible unless sound interdisciplinary courses already exist in the institutions.

6. No D.A. program should be initiated without insistence that special efforts be made to provide a unified experience culminating in a planned and well-executed teaching role carefully analyzed and reported by the degree recipient, thoroughly evaluated by the mentor and committee, and generally viewed by all concerned as a climactic performance that justifies the prediction of a successful future in teaching.

Before a program is approved and courses developed, a commitment should be made as to the various types of experiences to be provided. This should result in some such list as that previously provided.

The six general program prerequisites, joined with that earlier statement of essential experiences and outcomes, lead to a number of specific program criteria. A graduate program that provides for all these outcomes must have:

1. Admission requirements that specify evidence of a deep interest and possibly some experience in teaching, evidence of interest in communicating knowledge in ways that make a difference in the thought patterns and

capabilities of students, and evidence of interest in interrelations of disciplines and of their applicability in understanding and resolving the problems of individuals and society.

2. Systematic individual evaluation of degree candidates that is as much concerned with ability to communicate effectively with students as with measurement of substantive knowledge.

3. Extradepartmental and interdisciplinary courses or seminars that require that the student relate his or her field of major study to other fields so as to enhance his or her insights into the significance of the major field and foster the ability to make it more meaningful to students of diverse interests and abilities.

4. Graduate courses in which the professors are as concerned about the effectiveness of their own presentations as about the details and niceties of the materials presented.

5. Graduate advisers who are in continuing contact with the candidates to assist them in interrelating and acquiring maximum benefits from their several experiences.

6. Flexibility so that program adjustments can and will be made as justified on the basis of formal appraisal of the program relevant to accomplishments exhibited in the candidate's prior experiences.

7. Program definition in terms of attainment of the competencies required for successful college teaching rather than by credit quotas or specification of percentages for the various elements of the program.

8. The possibility of programs embracing two or more disciplines viewed not as providing mastery of the several disciplines but rather as justified by the specification of unifying inter- or transdisciplinary principles, problems, or themes and by the type of instruction and institutional program toward which the candidate is oriented.

9. An internship which, depending on the prior experience and ability of the individual, may move through several levels from observation of an unusually effective professor, assisting and consulting with such a person, developing and presenting (not solely by lecture) materials under the supervision of this professor, but culminating in full responsibility for preparing, teaching, and evaluating one or more courses involving students other than majors, thereby requiring the intern to be aware of that diversity in student backgrounds and goals which presents one of the most difficult teaching tasks.

10. A dissertation, research, or evaluation effort, often related to the internship, that provides a demonstration of the prospective teacher's ability to interpret a disciplinary base to students in ways that facilitate broad behavioral learnings rather than rote recall of facts.

IV. Choosing Between the D.A. and the Ph.D.

As a result of my continuing interest in and reporting upon the Doctor of Arts degree, I have had numerous letters and calls from individuals seeking advice about teaching-focused degrees and institutions offering them. In my judgment, the most that anyone can do in this circumstance is to assist an individual in identifying the factors involved and in clarifying their significance for that particular individual.

The factors involved include age, experience, aspirations, financial circumstances, family responsibilities, present job security, and geographical location. The latter is a factor of some importance, especially in relation to the relatively small number of institutions offering various types of degree programs. It is relatively easy to dispose of the circumstance of an individual already securely located who avowedly seeks a doctoral degree—any doctoral degree—largely for personal prestige, although possibly also for administrative advancement. I am not interested in such requests and I quickly indicate that the doctorates, whether Ph.D., D.A., or Ed.D., provided by traditional residential quality institutions are not attained merely by desire, considerable money, and a limited effort. An Ed.D. degree from a nontraditional institution requiring little or no residence and, in some cases, very little effort may suffice for such persons.

Alternatively, Ed.D.s or Ph.D.s in education from traditional institutions may be appropriate and offer greater possibility of recognition and promotion than that provided by nontraditional degrees. Both Ed.D.s and Ph.D.s in education vary greatly in character and quality among institutions. In many cases, most of the degree requirements can be completed on a part-time basis. Although minors or cognates in substantive disciplines can be taken as part of these degree programs, a degree involving a major in education is not appropriate for one planning a career in undergraduate teaching in a substantive discipline. On the other hand, neither the D.A. nor the Ph.D. in a substantive discipline is appropriate for those seeking a degree purely as a title or as an entry qualification for administrative assignments. Individuals with these degrees will, however, frequently move into administrative positions because of demonstration of interest and ability.

An individual who is under thirty years of age and has primary interest in a discipline itself rather than in teaching it to undergraduates and can find the financial resources (whether personal or institutional) to pursue graduate study on a full-time basis for two or three years probably should seek a Ph.D. in the discipline of choice and in a university and department of recognized stature in that discipline. Those relatively few individuals of rare talent are likely to move directly from their baccalaureate degree to graduate programs in the top twenty or so graduate universities.

An individual who is over thirty years of age, has family responsibilities, cannot pursue graduate study on a full-time basis, and is primarily interested in a career involving teaching, course curriculum planning, and concern with

student learning problems in a discipline should consider both the D.A. and the Ph.D. The D.A. is presumably the degree designed to fulfill this need, but attitudes toward it and requirements for it vary sufficiently among institutions and departments that the availability of the degree by no means assures that its dimensions will be accommodated to individual needs. In particular, some caution is advisable when both D.A.s and Ph.D.s are offered in a discipline, for D.A. candidates may be regarded by some faculty members with ill-concealed disgust or patronized as somewhat deficient in ability, lacking in drive, or simply lazy. This view is common among those regarding research as the goal of doctoral graduate study and who, therefore, regard any other emphasis or degree as second-rate. The D.A. candidate, for the sake of his or her own development, cannot afford to be in a program in which his or her goals are considered second-rate. Furthermore, in such circumstances, unrealistic requirements in course work and research may be imposed in a misplaced attempt to impose Ph.D. standards. Unfortunately also, those faculty members who support the D.A. may be regarded as second-rate by other professors in the department thereby creating another hazard for the unwitting D.A. candidate. The individual seeking a D.A. will generally find that departments and even institutions solely committed to the D.A. will be less likely to harbor doubts about the validity and distinctions of a teaching-related degree.

The individual seeking the D.A. may also wish to investigate the existence of an alternate track Ph.D. in the department or discipline of interest. If such a track exists or if sufficient flexibility exists in planning a degree program, the Ph.D. may well be preferable for reasons of more widespread recognition, institutional status, and program size. However, the individual seeking confirmation of the availability of an alternate or teaching-related Ph.D. may find some problems in so doing. Usually the individual will have to satisfy the faculty that the interest is sincere and not simply an attempt to evade a research dissertation. In short, the admission standards and most requirements will be the same for all and the alternative becomes available only after full acceptance.

The greatest hazards in Ph.D. programs for the individual anticipating a career in undergraduate teaching lie in the overspecialization, in expectations regarding the dissertation, and in lack of opportunity to engage in professionally-related studies and to apply them in teaching. Even when alternate track programs or flexibility exist the chances of overcoming all of these hazards is rather small. There is still another difficulty in that the research-oriented Ph.D. may lead to being hired in an institution where good undergraduate teaching is undervalued or ignored.

Another difficulty that exists with alternate degree (D.A. or Ph.D.) or alternate track programs is that Ph.D. candidates are present on campus on a full-time basis for a year or two. Financial assistance is likely to go to their research-oriented students and part-time students may not be welcomed or accepted. If accepted, part-time graduate students interested in teaching have limited opportunity for interaction with the larger group either in time or in topics of interest. Graduate courses in the discipline will almost certainly be

oriented solely to scholarly research and ignore instructional implications. Opportunities for interaction with individuals in the same or other disciplines in regard to problems of teaching and learning will usually be nonexistent.

Accordingly, the mature individual committed to a career in teaching, already immersed in that field, desiring to pursue a degree with immediate relevance to that career, and planning, of necessity, to do so on a part-time basis will almost certainly find that a D.A. program better fits his or her needs than does a Ph.D. program. However, as noted in previous discussions, some universities may use the Ed.D. for what elsewhere is designated as a D.A. Ultimately, the focus of the degree program and the quality of the experience are more important than the degree.

Finally, any advice to individuals about selection of a doctoral program should emphasize that no degree—whatever its designation, field, or granting institution—establishes the reputation of an individual. It may assist in attaining entry into certain positions or institutions but ultimately the individual's use of the insights and skills attained in seeking the degree determine success. In fact, no one can predict just what success will be for any individual regardless of the degree acquired. It seems quite likely that at some future date the D.A. will become the preferred degree for faculty members who seek a career in undergraduate instruction. At the moment, its limited availability and its lack of unanimous acceptance will naturally lead every individual seeking a teaching-related degree to carefully appraise the alternatives available. The D.A. surely deserves serious consideration and, as existing D.A. programs are evaluated and improved and new ones are developed, it could, indeed, become the best alternative.

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